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| --- | --- | --- | --- |
| **Constructivist Lesson Criteria** | **Present** | **Not Present** | **Not Applicable** |
| 1. Does the lesson consider the learner’s prior knowledge and make connections to the new content? |  |  |  |
| 1. Is the content within the learner’s Zone of Proximal Development? |  |  |  |
| 1. Do the activities engage the learners’ minds in a social setting? |  |  |  |
| 1. Are multiple views accepted as responses? |  |  |  |
| 1. Are the activities interactive? |  |  |  |
| 1. Are the activities authentic and meaningful or connected to a real world situation? |  |  |  |
| 1. Are the learners able to make a personal connection to the content? |  |  |  |
| 1. Does the lesson create cognitive conflict followed by an activity that allows them to assimilate or accommodate the new knowledge? |  |  |  |
| 1. Are the learners asked to predict an outcome using their existing knowledge? |  |  |  |
| 1. Is the new knowledge reinforced through the learning activities? |  |  |  |
| 1. Are the learners provided the opportunity to explore their ideas to support their understanding? |  |  |  |
| 1. Does the design of the lesson provide scaffolding through instruction or design of questioning? |  |  |  |
| 1. Are there a variety of activities that allow the learners to become aware of how they learn? |  |  |  |
| 1. Are the learners asked to participate in a reflective activity or some other deeper thinking activity? |  |  |  |
| 1. Does the design utilise the technology and different type of media available? |  |  |  |

**References**

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